

Quadrant II - Notes

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Module Name: The NPE 1986, The Ramamurti Education Commission 1990 and the modified NPE 1992 with its POA

Module No:46

The National Policy on Education(NPE) 1986

The Government of India announced in January 1985, that a new education policy would be formulated in the country. A status paper “**Challenge of Education - A Policy Perspective**”, was issued by the Ministry of Education, Government of India. The document which was formed of four chapters was widely circulated throughout country for suggestions. In the light of various national seminars and discussions ‘Draft National Policy on Education 1986’ was considered in the Parliament. **The National Policy on education was adopted by Lok Sabha on May 8th 1986 and Rajya Sabha on May 13, 1986.**

Introduction

The New Educational policy was initiated by the government of India to enable the country to enter the twenty first century with the necessary abilities for nation building and development.

The National policy on Education -1986 was the first and significant step in the history of education during the post –independence period of India.

Role of Education

The education is **essentially for all**. This is fundamental to **all round development**. Education should further contribute to **the goals of socialism, secularism and democracy**. Education should develop **the manpower**. “Education is a **unique investment** in the present and future”. It is the main aim of national policy of education. Up to a given level, all

students, irrespective of caste, creed, location or sex, have access to education of comparable quality.

Structure of educational system and education for equality

It aims at common educational structure, of **10+2+3 years**, which has been accepted in all parts of the country. For the first 10 years efforts will be made towards an elementary education comprising of 5 years of primary and 3 years of upper primary, followed by 2 years of high school.

National Curricular Framework

- The policy aims at **national curricular framework(NCF)**, contains a common core along with other components which are flexible. It aims at removal of disparity and equalizing educational opportunities to all. This includes education for women, scheduled caste, scheduled tribes, handicapped and the minorities. Education has to strengthen international co-operation and peaceful coexistence. Minimum levels of learning will be laid down for each stage of education.

Other recommendations

- Providing resource support for implementing of educational transformation, reducing disparities, **universalization of elementary education**, adult literacy, scientific and technological research etc.
- It aims at accelerating the implementation of **three-language formula** and the development of three languages.
- It aims at **pooling of resources in the field of research** in education, science and technology and to establish network arrangements between different institutions in the country.
- **Other recommendations**
- The policy aimed to **overhaul the system of teacher education** and give all needed facilities for their progress.

- Open and distance learning, non-formal educational programs and open-university system are to be encouraged. **Delinking of jobs from degrees** was also recommended.
- The policy recommends **National Service Scheme, National Cadet Corps etc., to promote Work experience and the sports and physical education** as an integral part of education and learning process.
- **Other recommendations**
 - It aims at **strengthening national institutes** like UGC, NCERT, NUEPA, NCTE, AICTE, IMC, ICAR etc.
 - To develop **awareness of the importance of protection of environment and observance of small family norm.**
 - In higher education in general and technical education in particular, steps will be taken **to facilitate inter-regional mobility.**
 - By providing **equal access to every Indian of requisite merit regardless of his origin.**
- **National Policy on Education - Review Committees**
 - **The implementation of the National Policy on Education 1986 was evaluated by two committees namely the Ramamurti Committee (1990) and the Janardhana Reddy Committee (1992).**
 - As a result of the recommendations of these two committees, slight modifications were made and Modified National Policy on Education (1992) with Programme of Action (POA) was formulated.

National Policy on Education - Review Committees

The Ramamurthi Education Commission 1990

The National Policy on Education, 1986 should enable the country to move towards the achievement of perspectives of education based on national goals. In 1989 Government of India formed an Education Committee as NPE Review Committee .That Committee for

Review is popularly known as **Ramamurti Review Committee** after the name of the chairman of the committee, Sarvodaya leader Acharya Ram Murthi. The committee was appointed on May 7, 1990 and the report was tabled in the Parliament on January 9, 1991.

The approach of the committee in reviewing the NPE, 1986 and its implementation has been guided by the following concerns:

- Equity and social justice
- Decentralization of educational management at all levels
- Establishment of a participative educational order
- Inculcation of values indispensable for creation of an enlightened and humane society
- Empowerment of work
- Vocational and job-oriented Education
- Re-orientation of higher education

The Modified National Policy on Education (1992) with its Programme of Action (POA)

Government of India appointed a second review committee with **Janardan Reddy as chairman** to review the NPE-1986 and recommendations of Ram Murthi Review Committee. The Reddy Committee examined recommendations of Ram Murthi Review Committee on NPE-1986 and came to conclusion that only few of the recommendations of the Ram Murthi Review Committee have policy implications. The modifications suggested in NPE-1986 were incorporated as revised formulations **1992 with addition of two more paragraphs and modification of 34 paragraphs.**

The following are the major recommendations:

1. **Development of a common school system:** a very vital component for securing equity and social justice in education is the functioning of a common school system. In order to achieve this objective, the existing Government schools and schools aided by local bodies have to be transformed through quality improvement, into genuine neighborhood schools.

2. Removing disparities in education: the rural areas in general and the tribal areas in particular, have suffered in terms of resources, personnel and infrastructure facilities. Therefore the need of the hour is planning for, and implementation of, educational development programmes in terms of disintegrated targets, area, community and gender specific activities.

3. Promotion of women education: in order to promote participation of the girls and women in education at all levels, there is need for an integrated approach in designing and implementing the schemes that would address all the factors that inhibit their education.

4. Value education: Value education is to be conceived as a continuous process. Value education should ensure that education does not alienate the students from the family, community and life.

5. Early childhood care and education (ECCE): the scope of the constitutional Directive (Article 45) should be enlarged to include ECCE.

6. Right to education: Right to Education should be examined for inclusion among the fundamental rights.

7. Operation Black board: the state governments should develop all decision making power concerning operation black board for planning and implementing the scheme.

8. Navodaya Vidyalayas: the committee recommends that the Government may take an appropriate decision from out of the following three alternatives: No further Navodaya Vidyalaya need be opened. The existing 261 Navodaya Vidyalayas may be restructured and continued with provision of adequate resources. All the existing 261 Navodaya Vidyalayas may be transferred to the state sector for the states to run them as residential centres on the Andhra Pradesh model. The Navodaya Vidyalaya scheme may be transformed into a Navodaya Vidyalaya programme of broad based talent nurturing and pace setting (A day school each under the Common School system can function in the premises of Navodaya Vidyalayas).

9. Work experiences/ SUPW: work experience or socially useful Productive Work should be integrally linked with various subjects both at the level of content and pedagogy.

10. **Resources for education:** the first step should be to provide for at least 6% of the GNP for education. All technical and professional education should be made self financing.